**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: September 2012 |
| **Unit Title:**  Reading/Writing Apprentice | | | **Corresponding Unit Task:**  Task 1 | | |
| * **Essential Question(s):** How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:**   * *Teaching Text Structures: A Key to Nonfiction Reading Success,* by Sue Dymock and Tom Nicholson (copy of article “Swimming: Then and Now”). * Corresponding graphic organizer for article (matrix). * Notes about compare and contrast text structure. * Copies of articles on different apprenticeships (blacksmith, milliner, apothecary, candle maker, and baker).   **Students:**   * Reading strategy notebook. * Copies of article about the apprenticeship they have chosen. * Copies of “Noting What I’ve Learned” graphic organizers that have been completed in previous lessons. * Poster paper for each group to compare and contrast different apprenticeships. * Copies of Swimming article and corresponding graphic organizer. | | | | **General:**   * **Compare** * **Contrast** * **Organization** * **Purpose** * **Informational text** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.5.5** - Compare and contrast the overall structure (e.g.,chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  **RI.5.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  **I Can Statement(s):**  I can effectively compare and contrast two or more topics.  **Instructional Plan:**   * First we will review the previous lessons. The teacher will then introduce the essential vocabulary words (see word study box below). * Next, we will begin learning about our next text structure: compare and contrast. * To engage the students, we will post two images from the colonial time period and have the students compare and contrast them as a group. * Students will then share their information with the class. * Students will then take notes about comparing and contrasting texts in their reading strategies notebook, noting key/signal (similar to, the same, alike, unlike, contrary to, in contrast to, etc,). * Teacher will then guide the students through a read aloud with the article “Swimming: Then and Now”. The teacher will model how he/she thinks through the article and uses the key or signals words to identify the text structure, in order to better comprehend the text. * The teacher and students will use the corresponding graphic organizer to organize the information that is being compared and contrasted.   **NOTE:** The teacher will leave the last few paragraphs for the students to work in pairs or small groups at their tables. They will read and pick out the important information and fill in the remainder of their graphic organizer.   * The teacher will have the students break up into groups, based on their chosen apprenticeship. * The teacher will then explain to the students that they will be using all of the information that they have found thus far to compare and contrast their apprentice with another group’s apprentice. * The teacher will combine groups and will give each group a chart paper to compare and contrast the 2 different apprenticeships. * The students can draw a Venn diagram or a 3 column chart. * The class will then come back together and each group will share their similarities and differences. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):**  I can reference various texts to find relevant information about my chosen apprentice.  **Instructional Plan:**   * Students will be taking notes throughout the lesson. This has been explicitly stated above. * Students will also partake in a quick write out the door (see closing strategy). | | | | |
|  | **Word Study**  **NONE** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.5.1 -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):**  I can collaborate with my group members and participate in class discussions.  **Instructional Plan:**  See reading plan above for examples on how the students are collaborating with one another and participating in class discussions. | | | | |
| **Closing/Summarizing Strategy** | To close the lesson, the teacher will let the groups share their similarities and differences between their apprenticeships. Lastly, the students will write a few sentences explaining something that they found interesting about another apprentice. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can choose 2 random topics and compare and contrast them, while creating a graphic organizer to organize their information. | | Teacher can pull students as necessary and struggling students will be paired up with stronger students during partner and group work. | | | Visuals (graphic organizers) will be provided for visual learners and there will be various class discussions for verbal learners. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal class discussion and the completion of the graphic organizers, as well as the quick write will be used for assessment to help guide instruction. | | | | | |
| **Teacher Reflection:** (Next steps?)  The teacher will use the class discussions, graphic organizers, and the quick writes to gauge students learning and prepare for the next lesson in which the students will be learning about a different text structure (problem and solution). | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*